External Review Instrument

Intervention and Assistance Program
Office of School Quality
Division of Professional Development and School Quality

Revised for District Year 2006–07

District: _____

ERT members: chairperson _____ member _____ member _____

FOCUS AREAS

Leadership and Governance

Curriculum and Instruction

Professional Development

Performance

External Review Instrument

Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment

<u>Leadership and Governance</u>

District Year 2006–07

District: _____

FOCUS AREA:	Leadership and Governance	
Number L&G 1	**Reference** 59-18-110 59-1-440	**STANDARD:** The district evidences an acceptance of shared responsibility for improving student performance by administrators, teachers, parents, students, and the community and takes action to improve classroom practice and student performance.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 1.1	**59-18-110**	**District policies and procedures are designed to support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments.** **Key questions:** • What processes are in place to ensure that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards? • How does the district support or recognize schools and reward superior performance or progress toward higher levels of performance for all students?	❑ Policies or procedures ❑ Curriculum documentation ❑ District standards ❑ _____	• Board members • Principal • SIC members • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 1.2	**59-18-110**	**The district has policies or procedures to ensure the identification and provision of resources designed to strengthen the process of teaching and learning in the classroom, improve student performance, and address gaps in student performance. Funds are allocated based on priorities identified in the district strategic plan or school renewal plan.** ▶ **(District-driven Indicator)** **Key questions:** • How does the district allocate resources to ensure sufficient distribution to low-performing students and schools? • How does the district and school ensure that resources are research supported and will address gaps in student performance? • How do district leaders ensure that resources are appropriately allocated to implement the district strategic plan and school renewal plan? • How do district leaders ensure that schools have intervention teams?	❑ Policies or procedures ❑ Resources ❑ Observation ❑ _____	• Board members • Principal • Director of Instruction (district) • Teachers • Parents/guardians • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 1.3	**59-1-440**	**All schools within the district implement a master schedule that provides maximum time for teaching and learning.** **Key question:** • Does the master schedule give priority to core subjects which impact on student performance? • Are any core classes split or shortened due to scheduling problems? • What does the district do to protect instructional time?	❑ Master schedule ❑ Observation ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 2	**Reference** 59-24-30 59-24-40	**STANDARD:** District administrators have individual professional growth plans, with annual updates, to support their individual growth and district and school needs as defined by the district strategic plan and the school renewal plan.

Number	Reference	Indicator	Source of Information	Interviews	Notes

**L&G
2.1**
	59-24-40	**The individual professional growth plans for principals are developed using the State Board of Education's criteria and standards for principal performance.**
		
		Key questions:
		• Have principals been evaluated at least once every three years (every year if the principal was rated as unsatisfactory)?
		• Is the individual professional growth plan based on the principal's strengths and weaknesses?
		• Is the principal's professional growth plan aligned with the school renewal plan?
		• Does the individual professional growth plan include the following standard areas, as found in the SDE Program for Assisting, Developing, and Evaluating Principal Performance (ADEPP)?
		  • Vision/Climate
		  • Instructional Leadership
		  • Effective Management
		  • Instruction for diverse learners
		  • School/Community Relations
		  • Ethical Behavior
		  • Interpersonal Skills
		  • Professional Development
		  • Principal's Professional development
			❑ Policies or procedures
			❑ District strategic plan
			❑ School renewal plan
			❑ Individual growth plans
			❑ _____
				• Board members
				• Superintendent (district)
				• Principal
				• District Personnel
					❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 2.2	**59-24-30**	**All other school administrators have ongoing individual professional development plans with annual updates that are appropriate to their roles or positions and are aligned with the district strategic plan.** **Key questions:** • Do district administrators have individual professional development plans? • Does the plan match their job responsibilities? • Are their plans aligned with the district strategic plan?	❑ Policies or procedures ❑ School renewal plan ❑ Individual professional development plan ❑ _____	• District Personnel • Board Member	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 3	**Reference** 59-18-1300	**STANDARD:** Principals are involved in the selection, discipline, and dismissal of personnel in their schools.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 3.1	**59-18-1300**	**Local polices or procedures direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their schools, and those policies are followed.** **Key questions:** • Which district policies direct the active involvement of principals? • What school procedures are established which ensure active involvement of principals? • How are new teachers recruited and selected? • What procedures are used when teachers must be disciplined? • What procedures are used when dismissal of a teacher becomes necessary?	❑ Policies or procedures ❑ Job Descriptions ❑ _____	• Board members • Superintendent (district) • Principal • Human Resource Personnel (district) • District Personnel	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 4	**Reference** 59-139-10 59-139-20 59-1-450 59-36-20	**STANDARD:** The district has an early childhood initiative that includes staff training to prepare teachers and administrators in teaching techniques and strategies needed to implement that initiative. *This standard should be reviewed only for schools serving students in grades kindergarten through grade three.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 4.1	**59-139-10**	**The district strategic plan includes an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for preschool children in the district; and these initiatives are being fully implemented.** ▶ **(District-driven Indicator)**	❑ District strategic plan ❑ School renewal plan ❑ Observation ❑ Grants ❑ _____	• Principal • Director of Early Childhood Programs (district) • Teachers • Parents/guardians • District Personnel	❑ Not Applicable
L&G 4.1.a	**59-139-10 59-36-20** **Kindergarten**	**Key questions on early childhood initiatives:** • How do the district/school identify students who need assistance? • What programs do the district/school implement for four-year-olds who have been predicted to have significant readiness deficiencies? • What is the process used to do developmental screenings? • How do the district/school collaborate with other community agencies or groups to identify children in need of early childhood assistance? • How does the district ensure the coordination of state and federal funds generated for children in need of early childhood assistance? • How does the district or school provide targeted academic assistance for students in grades K–3?			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		• What does the school offer for enhanced learning opportunities for children in need of early childhood assistance? • How does the school evidence flexibility in serving children in need of early childhood assistance?			
L&G 4.1.b	**59-1-450** **Parent Education**	**Key questions for the district on the parenting program:** • What parent education programs are available to parents/guardians of children ages birth through five years who are at risk for school failure? • What special efforts has the school made to recruit parents of children at risk into such programs? • How are children screened for these programs? • How does the school know if the programs are having a positive effect on their students and parents/guardians? • What opportunities exist for parents to improve their education if they do not have high school diplomas?			
L&G 4.1.c	**59-139-20** **Academic Assistance**	**Key questions for district on professional development:** • What professional development programs on early childhood techniques and strategies are in place for the staff? • How does the professional development in early childhood that the staff receives translate into action in the early childhood program?			

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 4.2	**59-139-10**	**The district leadership will design and implement a developmentally appropriate curriculum model from pre-school through grade three, based on a needs assessment and on strategies found to be effective in research.** **Key questions:** • How do the schools align state standards with early childhood programs, curricula and assessments? • How do the schools ensure that resources are appropriately allocated to pre-school through grade three? • Are the classroom schedules supportive of learning centers and other necessary classroom practices specific to four and five year old learning needs? • How does the district ensure that quality standards are implemented in classrooms for four and five year old learning needs (i.e., Early Childhood Environmental Rating Scale or National Association for the Education of Young Children Program Standards)?	❑ School Renewal Plan ❑ Curriculum Guides ❑ Academic Assistance Plans ❑ Observation _____	• Principal • Director of Early Childhood Programs (district) • Teachers • District Personnel	❑ Not applicable

FOCUS AREA: Leadership and Governance		
Number L&G 5	**Reference** 59-139-10	**STANDARD:** The district has established academic assistance initiatives for all grade levels.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 5.1	**59-139-10**	**The district has an academic assistance initiative to support students with academic difficulties in all grades (preschool through grade twelve) so that they are able to progress academically with their peers.** Options **may** include a. extended-day and/or weekend programs, b. extended school year, c. tutorial programs, d. floating teachers assigned to work with students who have academic difficulties, and e. alternatives to the above options. **Key questions:** • What are the different programs in place to address each grade level's academic assistance needs? • Does the design for the academic assistance program include alternatives to year-long and pull-out remediation of students? • Is the academic assistance tailored to the needs of each grade level? each student? • How does the district identify this population? • How does the district evaluate the effectiveness of its academic program(s) for this population?	❑ District strategic plan ❑ School renewal plan ❑ Programs for academic assistance ❑ _____	• Board members • Principal • Teachers • Parents/guardians • District Personnel	❑ Not Applicable

FOCUS AREA:	Leadership and Governance	
Number L&G 6	**Reference** 59-18-500	***STANDARD:** The district has academic plans for individual students who are lacking the skills to perform at current grade levels. The plans were developed using EAA guidelines for academic plans for students (APSs).* *This standard should only be reviewed for schools serving students in grades three through eight.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.1	**59-18-500**	**The district has a policy for Academic Plans for Students that is consistent with state APS Guidelines. The policy and procedures are disseminated to all parents (grades 3-8) and are understood by all faculty members.** ▸ **(District-driven Indicator)** **Key question:** • Is there a policy letter (guidance) on how the APS will be handled in the school? • How is information concerning the APS policy distributed to parents? • How are faculty members informed of the APS policy and procedures?	❑ District APSs guidelines ❑ Policies or procedures ❑ Staff handbook ❑ School newsletters ❑ _____	• Principal • Teachers • Parents/guardians • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.2	**59-18-500**	**The district includes students along with parents and appropriate school personnel in the APS conference ensuring that the APS is tailored to the specific needs of the student.** **Key questions:** • Who attends the APS conference? • Is the APS developed with input from parents, students and teachers? • Is the APS written specifically for the student in question? • Is the APS program focused on improving student performance versus keeping a paper trail?	❑ APS conference schedule ❑ APSs ❑ _____	• Principal • Teachers • Parents/guardians • District Personnel	❑ Not Applicable
L&G 6.3	**59-18-500**	**Academic plans are monitored each grading period, and there is a method for notifying parents of ongoing progress. Appropriate action is taken when students are not meeting expected progress.** **Key questions:** • How are the academic plans monitored? • Who is responsible for informing parents of any issues related to the academic plans? • How are parents notified? • What actions are taken when students are not meeting the goals of the academic plans?	❑ Policies or procedures ❑ APSs ❑ Student records ❑ Notification letters ❑ _____	• Principal • Teachers • Parents/guardians • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.4	**59-18-500**	**Students not meeting grade level standards at the end of their first APS year are notified—at that time—that they will be on academic probation in their second APS year (the school should attempt to accomplish this in an end-of-year conference with the parents and students) and action is taken to assist the students in meeting their APS goals.** **Key questions:** • How does the district track the progress of students on APSs? • What steps are taken during the school year to assist students that are not making progress on their APS? • Do the schools take reasonable measures to conference with parents and students at the end of the academic year when a probation year is anticipated? • What procedures are used to notify students that they are on academic probation? • Is the student required to attend summer school or receive comprehensive remediation the following year? • What is done during the probation year to assist students in meeting the goals of their APS? • Does the district have a review process in cases where the parents/guardians have a compelling reason why their child should not be required to attend summer school or be retained?	❑ APSs ❑ District policy ❑ Student written notification ❑ Parent written notification ❑ Academic probation list ❑ Remediation program description ❑ Summer school documentation ❑ _____	• Principal • Teachers • Parents/guardians • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.5	**59-18-500**	**All second year APS students are required to attend summer school or a comprehensive remediation program that meets EAA APS standards.** **Key Questions:** • Does the school have a comprehensive remediation program for all students in the second year of APS? • Does the remediation program focus on each student's individual needs? • Do all APS students, not meeting standards after the first year, attend summer school? • Do the summer school courses that are taken by second year APS students focus on improving each student's performance, as identified in the APS? • Is there a system for progress monitoring in place? If yes, describe the system.	❑ APSs ❑ Second year APS ❑ Summer school roster ❑ Retention policy and records ❑ Remediation program description ❑ _____	• Principal • Teachers • Parents/guardians • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 6.6	**59-18-500**	**Students not meeting grade level standards at the end of their second APS year (or second APS summer school if applicable) are notified—at that time—that they will be retained and action is taken to assist the students in meeting their APS goals.** **Key questions:** • Once students are on probation, how does the district track their progress? • Does the school take reasonable measures to conference with parents and students at the end of the academic year when a probation year is anticipated? • How are students and parents notified that a student will be retained? • Is the student required to attend summer school or comprehensive remediation the following year? • Are parents notified of their right to appeal end-of-year decisions? • Is the appeals process part of the district policy? • Does the district have a review process in cases where the parents/guardians have compelling reasons why their children should not be required to attend summer school or be retained?	❑ APSs ❑ District policy ❑ Student written notification ❑ Parent written notification ❑ Retention list ❑ Retention policy and records ❑ Remediation program description ❑ _____	• Principal • Teachers • Parents/guardians • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L & G 6.7	**59-18-500**	**The school/district maintains individualized, accurate and complete records of APSs in students' permanent records, uses this information to guide development and implementation of continuing APSs, and forwards this information when a student transfers to another school.** **Key questions:** • Are APSs individualized to the needs of each student versus "check the block" documents? • Are the APS documents routinely updated to reflect current student performance and objectives? • Can students easily review their APS progress? • Can parents easily review their students APS progress? • Do teachers have access to student APSs? • What process is used to ensure that the APS is included in a student's permanent record when that student transfers from the school? • Are procedures in place to check for APSs for students who transfer to the school? • Does the district policy include guidelines set for developing APSs for out-of-state transfers?	❑ APSs ❑ District policy ❑ APS filing system ❑ Student records ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 7	**Reference** 59-18-1500 59-20-60 59-39-10	**STANDARD:** The district strategic plan is developed every five years, is coordinated with the school renewal plan, and is reviewed and revised annually with input from principals, parents/guardians, teachers, the School Improvement Council (SIC), and community members.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G **7.1**	**59-18-1500**	**Principals, parents/guardians, teachers, the SIC, and community members are involved in the annual review and revision of the district strategic plan.** **Key questions:** • How are parents/guardians, principals, teachers, the SIC, and community members involved in the review and revision of the district strategic plan? • What is the process for reviewing the plans? • What is the process for determining revisions and incorporating them into the plans? • What data are reviewed?	❑ District strategic plan ❑ School renewal plan ❑ _____	• Board members • Principal • SIC members • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 7.2	**59-139-10**	**Assessments of the effectiveness of strategies in the district strategic plan and the school renewal plan provide data regarding the impact of strategies and indicate whether they should be continued, modified, or terminated.** **(Data-driven decisions)** **Key questions:** • How are strategies assessed in the district strategic plan? • What data are used to decide if strategies should be continued, modified, or terminated? • Are there examples of strategies that have been modified or terminated based on assessments?	❑ School renewal plan ❑ District strategic plan ❑ Assessments ❑ _____	• Principal • Teachers • SIC members • District Personnel	❑ Not Applicable
L&G 7.3	**59-18-1500**	**The district delineates the strategies and the support that it will provide to a school to assist in the implementation of the school renewal plan.** ▸ **(District-driven Indicator)** **Key questions:** • How does the district determine what services or assistance it will provide to the school to help implement the school renewal plan? • What services has the district already provided to help implement the school renewal plan? • What actions are planned for the remainder of the school year?	❑ School renewal plan ❑ District strategic plan ❑ _____	• District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 7.4	**59-20-60**	**The school renewal plans integrate the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.** **Key questions:** • What is the procedure that ensures that the district strategic plan and the school renewal plan are mutually supportive of one another? • How do school administrators provide leadership that is consistent with the district strategic plan and the school renewal plan? • What educational research was used to develop the district strategic plan?	❑ District strategic plan ❑ School renewal plan ❑ _____	• Principal • Teachers • SIC members • District Personnel	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 8	**Reference** 59-18-1500 59-5-65	**STANDARD:** The district fosters the success of all students by providing a positive, safe environment that is student-centered and has high expectations for all students.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 8.1	**59-18-1500**	**The district has established programs that promote positive intellectual, social, and emotional growth for all students.** **Key questions:** • What extracurricular opportunities are available for students' intellectual, social, and emotional growth? • Are these programs available to all students?	❑ Student handbook ❑ School newsletters ❑ Survey results ❑ Observation ❑ _____	• Principal • Students • Teachers • SIC Member • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 8.2	**59-5-65**	**The district has procedures in place that deal with student misconduct in a prompt and effective manner.** **Key questions:** • What policies are in place to address student discipline? • What evidence is there that indicates the district's discipline plan is effective? • What system does the district use to maintain records of disruptive behavior? • How are these policies disseminated to parents and students?	❑ Newsletters ❑ Student handbook ❑ Statistics on student discipline (suspension/expulsion rates etc.) ❑ Letters to parents ❑ Observation ❑ _____	• Principal • Teachers • Students • SIC Member • Parents • District Personnel	❑ Not Applicable
L&G 8.3	**59-5-65**	**The physical condition of the facilities is clean, safe, and well-equipped.** **Key questions:** • What is the physical condition of the district facilities? • Does the district have adequate materials and supplies? • Does the district have a comprehensive crisis (emergency) plan in place? • What is the district's emergency action plan? • How are district employees and students oriented to the plan?	❑ Policies or procedures ❑ Observation ❑ Teacher Handbook ❑ Student Handbook ❑ _____	• Principal • Teachers • Students • Parents • SIC Member • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 8.4	**59-5-65**	**The district has written safe school checklists that are routinely used to assess safety strengths and weaknesses, and district staff members are prepared to react in an emergency situation.** **Key questions:** • How often does the district conduct emergency planning and drills? • What training does the staff receive to help them perform in emergency situations? • How do district leaders assess district/school buildings and grounds for safety issues? • What is the district's visitor policy? • Does the district staff have specific assignments in emergency situations? • Does the district have clear communication procedures in emergency situations?	❑ District safety procedures ❑ Safe schools checklist ❑ Record of drills ❑ _____	• Principal • Teachers • Safe School Coordinator • Students • District Personnel	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 9	**Reference** 59-18-320 59-30-10 PL107-110 59-18-310	**STANDARD:** Standardized testing is administered in accordance with the requirements of the Education Accountability Act of 1998 and No Child Left Behind (NCLB), and the district has programs and services in place to assist students who fail the standardized tests.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 9.1	**59-18-320**	*** The PACT is administered to all students in grades three through eight. Students with disabilities participate in the PACT with accommodations, modifications, or South Carolina Alternative Assessment (SC-Alt) as outlined in their IEP.** **Key questions:** • What system/procedures does the district have in place to ensure that all students are tested? • Can the district show evidence that all students are tested? * This indicator should be reviewed only for grades three through eight.	❑ PACT testing plan ❑ Number tested ❑ _____	• Principal • Testing Coordinator (district) • District Personnel	❑ Not Applicable
L&G 9.2	**59-18-320**	*** The South Carolina High School Assessment Program (HSAP) is administered to all eligible students who meet the HSAP participation guidelines, unless they meet the state qualifications for alternative assessment.** **Key questions:** • What system/procedures does the district have in place to ensure that all students are tested? • Can the district show evidence that all students were tested? • How are students who fail the HSAP given remediation? * This indicator should be reviewed only for grades nine through twelve.	❑ Exit Exam testing plan ❑ Number tested ❑ _____	• Principal • Testing Coordinator (district) • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 9.3	**59-18-320**	*** The district has remediation programs to assist those students who score below basic on the PACT.** **Key questions:** • What programs are in place to serve students who score below basic on the PACT? • How do instructors ensure that remediation is aligned to PACT? • How is the success of the remedial programs measured? * This indicator should be reviewed only for grades three through eight.	❑ District strategic plan ❑ School renewal plan ❑ Policies or procedures ❑ _____	• Testing Coordinator (district) • Teachers • Students • District Personnel	❑ Not Applicable
L&G 9.4	**59-30-10**	*** The district has remedial programs to assist those students who do not pass the South Carolina High School Assessment Program (HSAP). (Passing the HSAP Exit Examination is a condition for receiving a South Carolina high school diploma.)** **Key questions:** • What programs are in place to serve students who fail the Exit Examination? • How does the district ensure that remediation is aligned to the Exit Examination? • How is the success of the remedial programs measured? * This indicator should be reviewed only for grades nine through twelve.	❑ District strategic plan ❑ School renewal plan ❑ Policies or procedures ❑ _____	• Testing Coordinator (district) • Teachers • Students • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 9.5	**PL107-110**	**The English Language Development Assessment (ELDA) is administered to all Limited English Proficient (LEP) students in K-12 in accordance with LEP guidelines. Students with disabilities participate in the ELDA with accommodations and modifications.** **Key Questions:** • What systems/procedures does the district have in place to ensure that all LEP students are tested? • Can the district demonstrate the all LEP students were tested? • For students with disabilities who are LEP, are assessment methods determined on an individual basis?	❑ ELDA Testing Plan ❑ Number Tested	• Testing Coordinator (district) • Teachers • Students • District Personnel	❑ Not Applicable
L&G 9.6	**59-18-310**	**The South Carolina Assessment End of Course Exam Program (EOCEP) is administered to all students enrolled in courses in which EOCEP is required.** **Key Questions:** • What systems/procedures does the district have in place to ensure that students enrolled in courses that are part of the EOCEP are tested as required by state mandate? • How does the district ensure that the SC EOCEP is calculated as 20% of the student's final grade? • How does the district ensure that content standards are distributed to students on the first day of class in which the SC EOCEP is required?	❑ Class Rosters for specified courses ❑ Teacher and Student handbooks ❑ EOCEP Testing Plan ❑ Copy of content standards for courses	• Students • Teachers • Department Chairs • Principal • District Personnel	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 10	**Reference** 59-18-350	***STANDARD**: The district offers state-funded PSAT or PLAN testing. *This standard should be reviewed only for schools serving students in grades ten through twelve.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 10.1	**59-18-350**	**High schools give state-funded PSAT or PLAN tests to all tenth-grade students in order to assess and identify curricular areas that need to be strengthened and reinforced.** **Key questions:** • What system/procedures does the district have in place to ensure that all eligible students have the opportunity to be tested? • Can the district show evidence that all eligible students have the opportunity to be tested? • How are students who performed below standard on the test given additional assistance?	❑ PSAT/PLAN testing plan ❑ PSAT/PLAN results ❑ Student records ❑ _____	• Principal • Testing Coordinator (district) • Students • District Personnel	❑ Not Applicable
L&G 10.2	**59-18-350**	**The district uses PSAT or PLAN testing to provide guidance and direction to parents and students as they plan for postsecondary experiences.** **Key questions:** • How does the district provide feedback for students and parents/guardians? • How does the district use the PSAT/PLAN results to help students and their parents/guardians plan for the students' postsecondary experiences?	❑ PSAT/PLAN results ❑ Student records ❑ Assessment results ❑ Counseling schedules ❑ _____	• Principal • Testing Coordinator (district) • Parents/guardians • Students	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 11	**Reference** 59-20-60	**STANDARD:** The district has a viable and active Strategic Planning Committee (SPC) that is focused on school and student performance.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 11.1	**59-20-60**	**The SPC membership includes the district staff, school staff, and parents and community members. The SPC meets at least once during the school year to develop and/or revise the district strategic plan and/or the writing of the annual updates to the plan.** **Key questions:** • Who are the members of the SPC? • How were SPC members selected? • How often does the SPC meet? • What procedure was used to develop or revise the district strategic plan? • Can SPC members articulate how the school district strategic plan or the revision and/or the annual updates were created?	❑ Election results ❑ SPC calendar ❑ Meeting agendas ❑ Meeting minutes ❑ Bylaws ❑ District newsletter or similar communication ❑ _____	• Principal • SPC members • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 11.2	**59-20-60**	**The SIC meetings always include a review of the progress in meeting the goals and objectives found in the district strategic plan, and subcommittees (work groups) are formed to address specific student focused goals.** **Key questions:** • Does the SPC use the district strategic plan as a focus for their meetings? • Does the SPC monitor how goals and objectives found in the district strategic plan are being addressed? • When issues or concerns arise that need special attention does the SPC create smaller groups to focus on those issues?	❑ Meeting agendas ❑ Meeting minutes ❑ Observation ❑ _____	• Principal • SPC members • District Personnel	❑ Not Applicable
L&G 11.3	**59-20-60**	**The SIC decisions are data-driven. SIC members review and analyze data to provide guidance and to advise the school leadership.** **Key questions:** • How often does the SPC review district/school performance data? • Do sub-groups disaggregate the data? • Can SPC members provide guidance to the school/district leadership that is based on data?	❑ Meeting agendas ❑ Meeting minutes ❑ Sub-committee assignments ❑ _____	• Principal • SPC members • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 11.4	**59-20-60**	**An annual district report to parents and constituents of the district is developed by the Strategic Planning Committee and provides information on schools' progress in meeting the school and district goals and objectives.** **Key questions:** • How is the annual report to the parents developed? • How is the report distributed? • Who receives the report in addition to parents? • Does the district report provide information on school/district progress?	❑ School annual report to parents ❑ Meeting minutes ❑ _____	• Principal • SPC members • District staff and/or School Board member	❑ Not Applicable

FOCUS AREA:	Leadership and Governance	
Number	**Reference**	**STANDARD:** The district has programs and procedures established that heighten awareness of the importance of parent/family involvement in the education of their children.
L&G 12	59-280-60 59-28-130 59-28-160 59-28-170 59-28-180	

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.1	**59-28-130**	**The district strategic plan includes parental involvement goals and objectives and an evaluation component for this program.** **Key questions:** • What are the parental involvement components in the district strategic plan? • What actions have the district taken to encourage parental involvement? • What are the goals regarding parental involvement? • How is parental involvement measured? • How are the results of the parental involvement evaluation used to modify programs and procedures?	❑ District Strategic Plan ❑ Annual updates ❑ Parent program documentation ❑ Parents surveys ❑ _____	• Board members • Principal • SPC members • Parents/guardians • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.2	**59-28-170**	**The district superintendent takes appropriate action to assist in improving parental involvement by** • **including parental involvement expectations as part of each principal's evaluation,** • **including information about parental involvement opportunities and participation in the district's annual report, and** • **disseminating to all parents in the district the expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations).** **The district superintendent considers** • **designating staff to serve as parent liaisons,** • **requiring each school to designate a faculty contact for parental involvement,** • **requiring each school principal to designate space within the school specifically for parents, and** • **encouraging principals to adjust class and school schedules to accommodate parent-teacher conferences.** ▸ **(District-driven Indicator)** **Key questions:** • How does the district superintendent monitor parental involvement programs? • How does the superintendent demonstrate a personal commitment to improving parent involvement? • What district-wide activities/actions occur in support of parent involvement?	❑ Principal evaluations ❑ District annual report ❑ District policies ❑ Parent program documentation ❑ Parent surveys ❑ _____	• Board members • District representative • Parents/guardians	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.3	**59-28-160**	**The local board of trustees takes appropriate action to assist in improving parental involvement. Each board of trustees** • **considers joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks;** • **incorporates into existing policies and efforts, where possible, proven parental involvement practices;** • **adopts policies that emphasize the importance of parental involvement and strives to increase and clearly define expectations for effective parental involvement practices;** • **provides for all faculty, parental involvement orientation and training through staff development with emphasis on unique school and district needs;** • **provides incentives and formal recognition for schools that significantly increase parental involvement;** • **requires an annual briefing on district and school parental involvement programs including findings from state and local evaluations; and** • **includes parental involvement expectations as part of the superintendent's evaluation..** ▸ **(Local School Board Driven)** **Key question:** • What action has the local board of trustees taken to increase parental involvement?	❑ Board of trustees monthly agendas ❑ Policies or procedures ❑ Parent program documentation ❑ _____	• Board members • District representative • Parents/guardians	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.4	**59-20-60**	**The district, in coordination with the local school board, publishes and distributes a programmatic report to the parents and constituents of the district that includes goals and objectives of the school district, the strategies to meet the goals and objectives, and the evaluation of outcomes.** ▶ **(District-driven Indicator)** **Key questions:** • How do district leaders ensure that the goals and objectives are measurable? • What adjustments are made to the goals and objectives on the basis of the evaluation results?	❑ District annual report to parents ❑ ＿＿＿＿＿＿	• Board members • Principal • Parents/Guardian • SIC members • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.5	**59-28-180** **National PTA Standards for Parent/ Family Involvement**	**The district promotes communication between the school and the students' homes that is regular, two-way, and meaningful.** Model schools communicate effectively with students' homes by establishing an active, two-way communication system that makes parents feel that they are partners in the education process. These schools keep families informed of relevant programs and share students' successes. **Key questions:** • Do the schools use a variety of communication tools (letters, newsletters, phone, e-mails, web-site) on a regular basis to facilitate two-way communication? • Do the schools create opportunities for parents and educators to collaborate on how to improve student performance? • Do teachers in the schools routinely communicate with parents regarding positive student behavior and achievements? (not just negative communication)	❑ School renewal plan ❑ Policies and procedures ❑ Student/Parent Handbook ❑ Newsletters ❑ Web-site ❑ Marquee ❑ APSs ❑ _____	• Principal • Teachers • Parents/guardians • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.6	**59-28-180** **National PTA Standards for Parent/ Family Involvement**	**The district promotes parenting skills, helping parents to participate in their student's learning and in volunteerism. Parents are respected as full partners in the decisions that affect children and families.** Model schools respect and affirm the strengths and skills needed by parents to fulfill their roles as partners in their child's education. These schools assist families with parenting skills, understanding child and adolescent development, and setting home conditions that support the education process. **Key questions:** • Do the schools serve as a link between families and community resources that provide information and needed support services? • Do the schools reach out to all families, not just the ones that attend school meetings? • Does the staff of each school treat family members with dignity and respect?	❑ School renewal plan ❑ Calendar of events/ workshops ❑ Student/Parent Handbook ❑ Newsletters ❑ Reference materials for community resources ❑ Web-site ❑ _____	• Principal • Teachers • Parents/guardian • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.7	**59-28-180** **National PTA Standards for Parent/ Family Involvement**	**Student Learning - The district encourages parents to play an integral role in assisting student learning.** Model schools support parents in the learning process by helping parents participate in their student's learning. Parents are involved in curriculum related decisions and feel that they are partners in their student's learning. **Key questions:** • Do the schools leadership encourage parental participation in decision-making that affects students? • Do the schools inform parents of the expectations for their students in each subject? • Do the schools provide information and sponsor activities that strengthen parents' ability to foster learning at home, give appropriate assistance, monitor homework and give feedback to teachers? • Do teachers create activities and assignments that include parent participation with student at home?	❑ Unit/lesson plans ❑ Copies of interactive homework ❑ Meeting minutes ❑ Student/Parent Handbook ❑ Newsletters _____	• Principal • Teachers • Parents/guardian • Students • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.8	**59-28-180** **National PTA Standards for Parent/ Family Involvement**	**Volunteering – The district welcomes parents and encourages their support and assistance.** Model districts make parents feel valued and welcome in the school at any time. These districts organize volunteers to support the school and students while providing a wide variety of volunteer opportunities. Any time spent by volunteers in support of student learning is honored by the district. **Key questions:** • Do the office staff, the signage, and any other communication with the parents create a climate in which parents feel valued and welcome? • Do the schools encourage parent volunteers through an easy, accessible program and provide ample training on volunteer procedures and school protocol? • Do the schools have a system that ensures all parents are contacted for assistance during the school year? • Are volunteer activities meaningful? • Do the schools/district have a formal procedure for expressing appreciation to parents? • Are volunteer opportunities available at various times and locations for individuals with diverse skills?	❑ Policies and procedures ❑ Volunteer documentation ❑ Student/Parent Handbook ❑ Newsletters ❑ Web-site ❑ Signs, bulletin boards ❑ _____	• Principal • Teachers • SIC members • Parents/guardian • Students • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.9	**59-28-180** **National PTA Standards for Parent/ Family Involvement**	**School Decision Making and Advocacy – Parents are full partners in the decisions that affect children and families.** Model districts empower parents, foster their trust, promote public confidence and encourage mutual support. Parents are involved in shared decision-making concerning their student's education. **Key questions:** • Do schools have a clear, accessible, and well-publicized process for parents to raise issues or concerns, appeal school decisions, and resolve problems? • Do school leadership encourage the formation of parent groups (PTA, SIC, etc) and provide appropriate support for these groups? • Do schools provide training for parents and staff on collaborative partnering and shared decision-making?	❑ School renewal plan ❑ Policies and procedures ❑ SIC documentation ❑ Parent organization documentation ❑ Meeting minutes ❑ Student/Parent Handbook ❑ Newsletters ❑ _____	• Principal • SIC members • Parents/guardian • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 12.10	**59-28-180** **National PTA Standards for Parent/ Family Involvement**	**The district builds relationships with community organizations and businesses which result in community resources being used to strengthen schools, families, and students.** Model districts build community and business partnerships that are mutually beneficial and structured to connect individuals, not just institutions. These connections enable the power of the district and community to be unleashed. **Key questions:** • Does the district disseminate information to families concerning cultural, recreational, academic, health, social, and other community resources? • How does the district foster student participation in community service? • How does the district foster community member participation in service to the district? • What formal partnerships exist between the district and local businesses or organizations?	❑ School renewal plan ❑ Policies and procedures ❑ Volunteer documentation ❑ Student/Parent Handbook ❑ Newsletters ❑ _____	• Principal • Teachers • SIC members • Parents/guardian • District Personnel	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 13	**Reference** 59-18-110 59-18-700 59-20-60 59-29-180 Achieving Model School Library Media Centers	**STANDARD:** The library media center program contributes to improving school and student performance.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 13.1	**59-20-60 59-29-180** **Achieving Model School Libraries**	**The district supports collaborative planning between the library media specialist and the classroom teachers. The library media specialist actively works in partnership with the classroom teachers to link information literacy, technology, and academic content to assess student learning.** **Key questions:** • How does the district foster and facilitate collaborative planning and instruction between the classroom teachers and library media specialists? • Do the principals structure the daily school schedule to provide adequate time for teacher(s)-library media specialist collaboration as part of the school workday? • What professional development is provided for principals, classroom teachers, and library media specialists on collaboration, establishing collaborative instructional partnerships, and team teaching? • What professional development is provided for principals, classroom teachers, and library media specialists on curriculum development to ensure integration of information literacy and technology?	❑ Teachers' lesson plans ❑ Media specialists' lesson plans ❑ Collaborative planning sheets ❑ Media centers' calendars ❑ District Professional Development Plan	• Superintendent • Curriculum Coordinator • Principal • Teachers • Library Media Specialist • District Library Media Supervisor	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 13.2	**59-20-60 59-18-110 59-18-700** **Achieving Model School Libraries ADEPT Performance Standards for Library Media Specialists**	**The library media center's resource collection is a balanced, carefully selected, and systematically organized collection of print and electronic resources sufficient quantity and quality to meet the informational and recreational reading needs of the district's community. The library media center's resource collection is continuously monitored for currency and relevancy.** **Key questions:** • How are resources allocated to school libraries to assist and facilitate collection development to ensure current resources are available for teachers and students? • What administrative support is provided to assist in the collection development process? • How do district leaders ensure that the library media centers' resource collections support the district's curriculum? • How do district leaders ensure that the library media centers' resources collections are grade-level appropriate and aligned with the district's curriculum and state standards?	❑ LMS Annual Surveys ❑ Statistical reports from the library automation systems ❑ Collection analyses ❑ Curriculum maps ❑ Collection maps ❑ Collaborative planning sheets ❑ Observations ❑ _____	• Superintendent • Principal • District Library Media Supervisor • Library Media Specialists • District Library Media Specialists	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 13.3	**59-18-110 59-20-60** **Achieving Model School Libraries**	**The district supports the library media programs that contribute to improved student achievement by supporting the school's reading program through encouraging reading for information and recreation by all students by offering a variety of reading materials in addition to required summer reading and activities and recognition associated with any computerized reading incentive program (e.g., Accelerated Reader, Reading Counts).** **Key questions:** • What administrative support is provided to facilitate district-wide reading activities? • What are the local, state, or national reading programs in which schools participate? • How do the classroom teachers and the library media specialists collaborate to support and encourage recreational reading across the district?	❑ Schools' master calendars ❑ Library media centers' calendars ❑ Schools' newsletters ❑ Library media center newsletters ❑ Library media center web pages ❑ Documentation of requests from students and teacher ❑ Collaborative planning sheets ❑ Observation ❑ _____	• Principal • Library media specialist	❑ Not Applicable

FOCUS AREA:	Leadership and Governance	
Number **L&G 14**	Reference 59-59-20 59-59-50 59-59-80 59-59-90 59-59-100 59-59-105 59-59-120 59-59-140 59-59-200 59-52-160 59-17-135	**STANDARD: The school(s) and district offer a curriculum, aligned with state content standards, organized around a career cluster system that provides students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.** ***Indicators under this standard should be reviewed for schools as indicated.** **HS = High Schools, CC = Career Centers, MS = Middle Schools, MS/CATE = Middle Schools that have Career and Technology Education (CATE) programs, ES = Elementary Schools**

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.1	**59-59-80** **EEDA**	*** Review for ES – Grades 1–5** **The district and elementary school(s) have integrated the SDE's school guidance and counseling program model along with career awareness exploration activities into the curricula for students in grades one through five.** **[Reference: Section 59-59-80-EEDA and appropriate content in the EEDA Guidelines]** **Key Questions:** • Has the SDE's school guidance and counseling program model been integrated into the curricula for students in grades one through five? • Have career exploration activities been integrated into the school guidance and counseling program model?	❑ Curriculum documentation ❑ Lesson plans ❑ School Guidance and Counseling Program documentation ❑ _____	• District Director of Guidance • School Counselors • District Curriculum Coordinator • Principal • Teachers • Students	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.2	**59-59-50 59-59-90** **EEDA**	*** Review for MS – Grades 6, 7, and 8** • **Students in the sixth, seventh, and eighth grades are provided counseling and career awareness programs on clusters of study.** **The clusters of study are as follows:** **(1) agriculture, food, and natural resources;** **(2) architecture and construction;** **(3) arts, audio-video technology, and communications;** **(4) business, management, and administration;** **(5) education and training;** **(6) finance;** **(7) health science;** **(8) hospitality and tourism;** **(9) human services;** **(10) information technology;** **(11) law, public safety, and security;** **(12) manufacturing;** **(13) government and public administration;** **(14) marketing, sales, and service;** **(15) science, technology, engineering, and mathematics; and** **(16) transportation, distribution, and logistics.** • **Students receive career interest inventories and information to assist them in the career decision-making process.** **[Reference: Sections 59-59-50 and 59-59-90-EEDA and appropriate content in the EEDA Guidelines]** **Key Questions:** • Are students in the sixth, seventh, and eighth grades provided counseling and career awareness programs on clusters of study? • Do students receive career interest inventories and information to assist them in the career decision-making process?	❏ Counseling Program Documentation ❏ Curriculum Documentation ❏ Counseling Session Schedules ❏ Students' Individual Graduation Plans (IGP) ❏ _____	• District Director of Guidance • School Counselors • District Curriculum Coordinator • Principal • Teachers • Students	❏ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.3	**59-59-50** **59-59-90** **59-59-140** **EEDA**	*** Review for MS – Grade 8** • **Before the end of the second semester of the eighth grade, eighth grade students, in consultation with their parents, guardians, or individuals appointed by the parents or guardians, shall select a preferred cluster of study and develop an individual graduation plan (IGP).** • **An individual graduation plan is a student-specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must** **(1) align career goals and a student's course of study;** **(2) be based on the student's selected cluster of study and an academic focus within that cluster;** **(3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met;** **(4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning;** **(5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education;** **(6) incorporate provisions of a student's individual education plan, when appropriate; and** **(7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.**	❑ Counseling Program Documentation ❑ Curriculum Documentation ❑ Counseling Session Schedules ❑ Students' Individual Graduation Plans (IGP) ❑ _____	• District Director of Guidance • School Counselors • District Curriculum Coordinator • Principal • Teachers • Students	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
		• **The IGP has been developed, utilizing the following clusters of study:** **(1) agriculture, food, and natural resources;** **(2) architecture and construction;** **(3) arts, audio-video technology, and communications;** **(4) business, management, and administration;** **(5) education and training;** **(6) finance;** **(7) health science;** **(8) hospitality and tourism;** **(9) human services;** **(10) information technology;** **(11) law, public safety, and security;** **(12) manufacturing;** **(13) government and public administration;** **(14) marketing, sales, and service;** **(15) science, technology, engineering, and mathematics; and** **(16) transportation, distribution, and logistics.** • **The student, parent(s), guardian(s), or individuals appointed by the parents or guardians to serve as their designee, and the school guidance staff approve the plan.** **[Reference: Sections 59-59-50, 59-59-90, and 59-59-140-EEDA and appropriate content in the EEDA Guidelines)]** **Key Questions:** • Are eighth grade students provided the opportunity for a consultation with their parents, guardians, or individuals appointed by the parents or guardians to select a preferred cluster of study and develop an individual graduation plan (IGP) before the end of the second semester of the eighth grade?			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		• Does the IGP detail the courses necessary for the student to prepare for graduation or to successfully transition into the workforce or to postsecondary education? • Does the IGP align career goals and a student's course of study? • Is the IGP based on the student's selected cluster of study and an academic focus within that cluster? • Does the IGP include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met? • Does the IGP include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning? • Is the IGP flexible to allow for change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education? • Does the IGP incorporate provisions of a student's individual education plan, when appropriate? • Is the IGP approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee? • Has the IGP been developed utilizing the following clusters of study: 1. agriculture, food, and natural resources; 2. architecture and construction; 3. arts, audio-video technology, and communications; 4. business, management, and administration; 5. education and training; 6. finance; 7. health science; 8. hospitality and tourism; 9. human services; 10. information technology;			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		11. law, public safety, and security; 12. manufacturing; 13. government and public administration; 14. marketing, sales, and service; 15. science, technology, engineering, and mathematics; and 16. transportation, distribution, and logistics?			

L&G 14.4	**59-59-100**
	59-59-105
	59-59-120
	
	EEDA
		* Review for MS
		
		• **Every middle school student is provided with the services of a career specialist or a certified guidance counselor. The middle school career specialist has (1) obtained a bachelor's degree, (2) successfully completed the national Career Development Facilitator (CDF) certification training and (3) works under the supervision of a certified guidance counselor. The certified guidance counselor has completed the Career Development Facilitator certification training. Activities of school guidance counselors and career specialists are limited to guidance and counseling, and they do not perform administrative tasks.**
		
		• **To ensure the implementation and appropriate delivery of services, the career specialist shall**
		    (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;
		    (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
		    (3) assist school counselors and students in identifying and accessing career information and resource material;
		    (4) provide educators, parents, and students with
			❑ Counseling Program Documentation
			❑ Curriculum Documentation
			❑ Counseling Session Schedules
			❑ Students' Individual Graduation Plans (IGP)
			❑ _____
				• District Director of Guidance
				• School Counselors
				• School Career Specialist
				• District Curriculum Coordinator
				• Principal
				• Teachers
				• Students
					❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
		information on career and technology education programs offered in the district; (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study; (6) learn and become familiar with ways to improve and promote career development opportunities within the district; (7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State; (8) assist with the selection, administration, and evaluation of career interest inventories; (9) assist with the implementation of the district's student career plan or individual graduation plan; (10) assist schools in planning and developing parent information on career development; (11) coordinate with school counselors and administration career events, career classes, and career programming; (12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and (13) assist with the usage of computer assisted career guidance systems. [Reference: Sections 59-59-100, 59-59-105, and 59-59-120-EEDA and appropriate content in the EEDA Guidelines] Key Questions: • Is every middle school student provided with the services of a CDF-certified career specialist or a CDF-certified guidance counselor? • Has the middle school career specialist obtained a bachelor's			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		degree, successfully completed the national Career Development Facilitator (CDF) certification training? • Does the middle school career specialist work under the supervision of a certified guidance counselor? • Does the career specialist coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents? • Does the career specialist assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade? • Does the career specialist assist school counselors and students in identifying and accessing career information and resource material? • Does the career specialist provide educators, parents, and students with information on career and technology education programs offered in the district? • Does the career specialist support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study? • Does the career specialist learn and become familiar with ways to improve and promote career development opportunities within the district? • Does the career specialist attend continuing education programs on the certified career development facilitator curriculum sponsored by the State? • Does the career specialist assist with the selection, administration, and evaluation of career interest inventories? • Does the career specialist assist with the implementation of the district's student career plan or individual graduation plan? • Does the career specialist assist schools in planning and developing parent information on career development? • Does the career specialist coordinate with school counselors and administration career events, career classes, and career			

Number	Reference	Indicator	Source of Information	Interviews	Notes
		programming? • Does the career specialist coordinate community resources and citizens representing diverse occupations in career development activities for parents and students? • Does the career specialist assist with the usage of computer assisted career guidance systems? • Do career specialists perform administrative tasks?			

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.5	**59-59-100** **EEDA**	*** Review for MS** **Each middle school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists.** **[Reference: Section 59-59-100-EEDA and appropriate content in the EEDA Guidelines]** **Key Question:** • Does the middle school have a student-to-guidance personnel ration of three hundred to one?	❑ Counseling Program Documentation ❑ Curriculum Documentation ❑ Counseling Session Schedules ❑ Students' Individual Graduation Plans (IGP) ❑ _____	• District Director of Guidance • School Counselors • School Career Specialist • District Curriculum Coordinator • Principal • Teachers • Students	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.6	**59-59-160** **EEDA**	*** Review for MS** **Annual parent counseling conferences are scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an IGP.** **A mediation process must be developed, explained, and available for conferences upon the request of the parent or student in order to protect the interests of every student.** **[Reference: Section 59-59-160-EEDA and appropriate content in the EEDA Guidelines]** **Key Questions:** • Are annual parent counseling conferences scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans? • Do the conferences assist the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and in developing an IGP? • Has a mediation process been developed for conferences upon the request of the parent or student in order to protect the interests of each student?	❑ Counseling Program Documentation ❑ Curriculum Documentation ❑ Counseling Session Schedules ❑ Students' Individual Graduation Plans (IGP) ❑ _____	• District Director of Guidance • School Counselors • School Career Specialist • District Curriculum Coordinator • Principal • Teachers • Students	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.7	**59-59-200** **EEDA**	*** Review for HS** **All teachers, especially English/language arts, math, and science teachers, have been trained in contextual teaching methodology.** **[Reference: Section 59-59-200-EEDA and appropriate content in the EEDA Guidelines]** **Key Questions:** • Have all teachers, especially English/language arts, math, and science teachers, been trained in contextual teaching methodology? • Do instructors use contextual methodology in teaching the courses?	❑ Documentation of Training ❑ _____	• District Curriculum Coordinator • Principals • Teachers	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 14.8	**59-17-135(B)** **EEDA**	*** Review for ES, MS, HS, and CC** **A character education program has been implemented which incorporates character traits including, but not limited to the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue.** **[Reference: Section 59-17-135(B)-EEDA and appropriate content in the EEDA Guidelines]** **Key Questions:** • Has the school implemented a character education program? • Does the character education program incorporate character traits including, but not limited to the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue?	❑ Curriculum Documentation ❑ Lesson Plans ❑ _____	• District Curriculum Coordinator • Principal • Teachers • Students	❑ Not Applicable

FOCUS AREA:	Leadership and Governance	
Number L&G 15	**Reference** 59-63-1300 59-63-1310 59-63-1320	The district and schools provide appropriate services to students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students. *Review this standard for grades 6 –12 only.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 15.1	**59-63-1300**	**An alternative school program is available for students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students.** ▸ **(District-driven Indicator)** **Key question:** • What programs are in place to serve students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students?	❑ School renewal plan ❑ Alternative school documentation ❑ _____	• Principal • Alternative School Administrator (district)	❑ Not Applicable

If an alternative school is established it must comply with the Indicators below.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 15.2	**59-63-1310**	**Alternative school programs are operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students (unless the school has a waiver from the SDE).** ▶ **(District-driven Indicator)** **Key questions:** • Where is the alternative school located? • How does the district ensure complete separation of the alternative school students from the general population?	❑ School renewal plan ❑ Alternative school documentation ❑ Observation ❑ _____	• Principal • Alternative School Administrator (district)	❑ Not Applicable
L&G 15.3	**59-63-1320**	**The district has clear guidance and procedures for the referral of any student into an alternative school program, including** • **due process procedures,** • **consideration of the requirements of the IDEA, and** • **written and distributed academic and disciplinary policies.** **Key questions:** • What guidance on alternative school operation does the district provide? • How is the guidance disseminated? • What are the procedures for student and teacher assignment to the alternative school? • Is the alternative school program available to all students?	❑ Teachers' handbook ❑ Students' handbook ❑ Alternative school documentation ❑ _____	• Principal • Alternative School Administrator (district)	❑ Not Applicable

FOCUS AREA: Leadership and Governance		
Number L&G 16	**Reference** 59-26-10 59-24-40	**STANDARD:** The superintendent fosters the success of all students by acting as the school's instructional leader by leading the development, alignment, and implementation of the instructional and assessment strategies.

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 16.1	**59-26-10 59-24-40**	**The superintendent communicates a plan of action for achieving the school's vision that focuses on student achievement.** **Key questions:** • What are the district's vision and plan of action for achieving the school's vision? Are they student focused? • How does the plan of action for achieving the school's vision guide the daily operation of the school?	❑ School renewal plan ❑ School ambiance ❑ Newsletters ❑ Web-site ❑ Teacher handbook ❑ Student/parent handbook ❑ Meeting minutes ❑ _____	• Principal • Teachers • Students • SIC members • District Personnel	❑ Not Applicable
L&G 16.2	**59-26-10**	**The superintendent routinely monitors instructional practices to improve student achievement.** **Key questions:** • How does the superintendent ensure that formal/informal classroom observations are conducted? • How does the superintendent ensure that teachers receive feedback on their instructional strategies? • If applicable, do other district administrators conduct classroom observations and provide feedback to teachers and the principal?	❑ Observation schedule ❑ Classroom observation forms ❑ Feedback forms ❑ Observation ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 16.3	**59-26-10**	**The superintendent and district staff ensures that the delivery of instruction is aligned with the academic standards, and ensures that teachers use appropriate instructional strategies and multiple forms of assessment.** **Key question:** • What procedures are in place to ensure that instructional delivery is focused on the appropriate standard for that grade or content area?	❑ Scope and sequence ❑ Mapping documents ❑ Pacing charts ❑ Lesson/unit plans ❑ Classroom observation forms ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable
L&G 16.4	**59-26-10**	**The district has an Academic Leadership Team (ALT) consisting of key district personnel. The ALT meets on a regular basis to resolve instructional issues.** **Key questions:** • Are ALT members representative of the entire district staff? • Are meeting times adjusted so that all ALT members have the opportunity to attend regularly? • Is the ALT student focused?	❑ ALT roster ❑ ALT meeting schedule ❑ Meeting agendas ❑ Meeting minutes ❑ Observation ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
L&G 16.5	**59-26-10**	**The district staff works with the principal to use student performance data consistently to make instructional decisions.** **Key questions:** • Does the principal determine what percentage of students are one or more grade levels below their current grade in core subject areas when making instructional decisions? • How does the principal ensure that instructional delivery is modified based on assessment results? • Can the principal articulate how instruction has been modified based on assessment results?	❑ School renewal plan ❑ Course offerings ❑ Lesson/unit plans ❑ Data analysis results ❑ _____	• Principal • Teachers • SIC members • District staff and/or School Board member	❑ Not Applicable

External Review Instrument

Intervention and Assistance Program
Office of School Quality
Division of Professional Development and School Quality

<u>Curriculum and Instruction</u>

Revised for District Year 2006–07

District: _____

FOCUS AREA:	Curriculum and Instruction	
Number C&I 1	**Reference** 59-18-110	**STANDARD:** The curricula are aligned with the state academic standards, and implementation is annually reviewed and revised to address gaps in student academic performance.

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 1.1	**59-18-110**	**The curricula are aligned with state academic standards and are understood and used by teachers.** **Key questions:** • How does the district ensure that teachers have access to their particular curricula? • How does the district ensure that the curricula are aligned with state standards? • How does the district ensure that what is taught is aligned to the state standards?	❏ Curriculum documentation ❏ Observation ❏ Student work ❏ Lesson plans ❏ _____	• Principal • Teachers • District Personnel	❏ Not Applicable
C&I 1.2	**59-18-110**	**The curricula are reviewed and revised to address identified gaps in student performance.** **Key questions:** • Who is involved in the review and revision of curricula? • What data are collected and reviewed? • Are changes made to curricula? If so, how are they made?	❏ Curriculum documentation ❏ Curriculum review procedure ❏ _____	• Principal • Teachers • District Personnel	❏ Not Applicable

FOCUS AREA: Curriculum and Instruction		
Number C&I 2	**Reference** 59-18-300	**STANDARD:** The district has an established a systematic and ongoing assessment of all students. This system is used to determine student learning, diagnose class and individual student needs, and address those needs.

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 2.1	**59-18-300**	**The district leadership team organizes and facilitates activities that require teachers to include assessments as part of their overall instructional strategy.** **Key questions:** • How do district leaders encourage the use of assessments as part of the overall instructional strategy? • Have teachers received professional development on how to use assessments to inform classroom instruction? • Do district administrators/school leaders routinely examine teacher created assessments?	❑ Teacher handbook ❑ Staff meeting minutes ❑ Lesson plans ❑ Professional development documentation ❑ Observation ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 2.2	**59-18-300**	**All students are given periodic comprehensive assessments (school level, district, and/or state benchmark tests) in core content areas throughout the school year to determine if they are mastering grade level standards.** **Key questions:** • What system is used to ensure that students are given periodic "benchmark" tests that measure whether they have mastered prior content? • How do teachers determine if students are on track to master all grade-level standards by the end of the school year?	❑ Assessment schedule ❑ Assessment tests ❑ Lesson plans ❑ Observation ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable
C&I 2.3	**59-18-300**	**Results from the periodic comprehensive assessments are analyzed, and the results from the analyses are used to identify specific student educational needs.** **Key questions:** • How does the district ensure that teachers use the results from assessments to differentiate and/or modify classroom instruction? • How does the district ensure that assessment results are used when developing academic plans for students (APS) or other individualized plans?	❑ Assessment results ❑ Assessment analysis ❑ Lesson plans ❑ APSs ❑ Observation ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 2.4	**59-18-300**	**Results from the periodic comprehensive assessments are analyzed, and the results from the analyses are used to guide and adjust implementation of school curriculum decisions.** **Key questions:** • How are the results from assessments used to guide curriculum decisions? • How are the results of periodic comprehensive assessments used to confirm or identify needed changes to the school curriculum? • Have school leaders identified areas that have shown a consistent need for improvements based on data and have adjusted the curriculum appropriately? • What strengths were identified in the comprehensive assessments, and how were those strengths used to address identified weaknesses?	❑ Assessment results ❑ Assessment analysis ❑ Curriculum meeting minutes ❑ Curriculum guides ❑ Lesson plans ❑ Observation ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable
C&I 2.5	**59-18-300**	**Results from the assessments are analyzed, and the results from the analyses are used to guide instruction in the school's academic assistance initiatives (homework center, tutoring program, etc.).** **Key questions:** • Do the school's academic assistance initiatives consider assessment result trends when designing program content? • Do instructors in the academic assistance initiatives use individual student assessment results to tailor instruction for individual students?	❑ Assessment results ❑ Assessment analysis ❑ Academic assistance initiative guidelines ❑ APSs ❑ Lesson plans ❑ Observation ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

FOCUS AREA:	Curriculum and Instruction

Number	Reference	STANDARD: The curricula are assessed, monitored, and revised based upon the educational needs of students.
C&I 3	59-18-360 59-20-60 59-18-900	

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 3.1	59-18-360	**Systematic procedures are in place to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores with key stakeholders involved.** **Key questions:** • What procedures are in place to evaluate the effectiveness of curricula? • How does the curriculum development process ensure that student needs are considered? • How does the curriculum development process ensure that key stakeholders have a voice?	❑ Policy or procedures ❑ Analysis results ❑ Documentation of curriculum changes based on analysis ❑ _____	• Teachers • Parents/guardians • Students • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 3.2	**59-20-60**	**Resources and administrative support for curriculum development, procurement, evaluation, and revision are provided.** **Key questions:** • How are resources allocated to assist in the curriculum development process? • What administrative support is provided to assist in the curriculum development process? • What resources or administrative support are not currently offered that may make the curriculum development process operate more efficiently?	❑ Policy or procedures ❑ Curriculum documentation ❑ _____	• Teachers • SIC members • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 3.3	**59-18-360**	**Strategies, activities, materials, curriculum components, instruction, and assessments of each curriculum are revised to address gaps in student performance on state assessments.** **Key questions:** • How are gaps in student performance identified? • How are modifications or revisions made to a particular curriculum? • How are modifications or revisions disseminated to teachers?	❑ Analysis results ❑ Documentation of curriculum changes based on analysis ❑ _____	• Principal • Teachers • SIC members • District Personnel	❑ Not Applicable
C&I 3.4	**59-18-900**	**Disaggregated data are reviewed, analyzed, and used to plan for improvement.** **Key questions:** • What system or process is in place to ensure that student performance data are analyzed? • How are the results of the student performance analysis used?	❑ Analysis results ❑ Documentation of changes based on analysis ❑ Student work ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

FOCUS AREA: Curriculum and Instruction		
Number C&I 4	**Reference** 59-18-900	**STANDARD:** The district and/or school uses data to adjust its curricula and instruction.

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 4.1	**59-18-900**	**The district and school annually review longitudinal student performance data and use this information to evaluate the effectiveness of the existing programs. Curricula and instructional programs are adjusted as necessary.** **Key questions:** • What procedures are established to ensure that each curriculum is reviewed? • How are the review results used to adjust a particular curriculum?	❑ Assessment plan ❑ Curriculum documentation ❑ Analysis results ❑ _____	• Principal • Teachers • SIC members • District Personnel	❑ Not Applicable

FOCUS AREA:	Curriculum and Instruction

Number	Reference	STANDARD: Each staff member and student has access to resources of the type and in the quantity needed to implement the curricula of the district effectively.
C&I 5	59-18-110 59-18-700 59-20-60	

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 5.1	59-18-700	**Instructional materials, resources, and learning activities are aligned with the curricula and state standards; instructional equipment is appropriate to the curricula and is up-to-date; and students have the necessary learning materials.** **Key questions:** • How do school leaders ensure that supplementary instructional materials are consistent with the curricula and with state standards? • How are learning materials allocated? • Are the learning materials adequate?	❑ Observation ❑ School budget request ❑ Textbook Orders ❑ _____	• Teachers • Parents/guardians • Students • District Personnel	❑ Not Applicable
C&I 5.2	59-18-110	**Professional staff members are involved in the selection of quality instructional materials.** **Key questions:** • How are instructional materials selected? • Who selects the materials? • How is the effectiveness of instructional materials assessed?	❑ Policy or procedures ❑ Instructional material assessment meeting minutes ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
C&I 5.3	**59-20-60**	**Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are maintained in good working condition and are regularly updated to meet changing needs as described in the school renewal plan and/or the district strategic plan, and are routinely used by teachers.** **Key questions:** • What system is in place to provide routine inspection of instructional apparatus and equipment? • What system is in place to ensure timely repair or replacement of unsafe or unusable apparatus or equipment? • With what frequency are the laboratories and resource centers used to support the instructional program?	❑ Maintenance and repair system ❑ _____	• Principals • Teachers • District Personnel	❑ Not Applicable

External Review Instrument

Intervention and Assistance Program
Office of School Quality
Division of Professional Development and School Quality

<u>Professional Development</u>

Revised for District Year 2006–07

District: _____

FOCUS AREA: Professional Development		
Number PD 1	Reference 59-24-50	CONTEXT: The context standards include learning communities, leadership, and resources and address the organization's system and culture in which new learning will occur and be implemented.

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 1.1	59-24-50 NSDC Standards for Staff Development	**Leadership - Skillful district leaders guide instructional improvement through the allocation of appropriate resources and professional development that improves the learning of all students.** Model districts have instructional leaders who promote teacher learning, provide opportunities to improve instruction (e.g. learning communities), create leadership opportunities among the staff, and coordinate resources to guide instructional improvement. **Key questions:** • Does the district and school leadership structure the annual calendar and daily schedules to provide adequate time for learning and collaboration as part of the workday? • Does the district and school leadership promote leadership roles among the faculty (i.e., team leader, chairperson, coach, mentor)? • Is there a shared vision of beliefs and values prioritizing instructional initiatives among administrators and faculty?	❑ Master schedule ❑ School renewal plan ❑ School calendar ❑ Evidence of team assignments ❑ Meeting agendas or minutes ❑ Teacher handbook ❑ Coach or mentor handbook/team leader's roles and responsibilities	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 1.2	**59-24-50** **NSDC Standards for Staff Development**	**Resources - The district's professional development improves the learning of all students by allocating appropriate resources to support adult learning and collaboration.** Model districts coordinate resources (time and money) to facilitate job-embedded professional development and as appropriate, provide funding for conferences, workshops, coaching, stipends, facilitators, and on-site assistance to improve teaching and learning. **Key questions:** • Does job-embedded professional development occur on an on-going basis? • Is there an alignment between external professional development and the initiatives of the school?	❑ School renewal plan ❑ School calendar/professional development calendar ❑ Funding dedicated to professional development ❑ School and district's professional development budget ❑ Teacher handbook	• Principal • Teachers • District personnel	❑ Not Applicable

FOCUS AREA:	Professional Development	

Number	Reference	PROCESS: The process standards refer to the design and delivery of professional development. They describe the process used to acquire new knowledge and skills. Professional development should be data-driven and research-based, and have strong evaluation, design, learning, and collaboration components.
PD 2	59-24-50	

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.1	**59-24-50** **NSDC Standards for Staff Development**	**Data-driven - The district's professional development improves the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.** Model districts use all data (test scores, attendance, discipline, drop-out rate, retention rate, etc.) relevant to or impacting student learning to drive instructional decisions, determine the focus of adult learning, and evaluate the impact of professional development on student achievement. **Key questions:** • What data is analyzed and how are the results used? • What data is used in designing professional development needs? • How is the effectiveness of professional development monitored?	❑ School renewal plan ❑ Disaggregated data ❑ School/District report card ❑ Teacher handbook ❑ Evaluation plan for professional development	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.2	**59-24-50** **NSDC Standards for Staff Development**	**Evaluation - The district's professional development improves the learning of all students by using multiple sources of information to guide improvement and demonstrate its impact.** Model districts evaluate the teachers' acquisition of new skills and knowledge, how this new learning affects teaching, and in turn, how new practices affect the learning of all students. (i.e., surveys to determine the effectiveness of training, observations to evaluate the level of implementation and the students' results to determine the overall effectiveness of the professional development activities). **Key questions:** • How do the district/school (leadership and teachers) determine the impact that professional development has on instructional practices? • Does the evaluation of professional development guide the future planning and support of teacher needs? • Does the district/school monitor the transfer of knowledge and skills into classroom practices? How is the professional development training put into practice?	❑ School renewal plan ❑ District/School report card ❑ School surveys ❑ Teacher observations ❑ Teacher handbook ❑ Student benchmarks and assessments ❑ Lesson plans	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.3	**59-24-50** **NSDC Standards for Staff Development**	**Research based - The district's professional development improves the learning of all students by preparing educators to apply research to decision making.** Model districts use needs assessment results to research best practices/exemplary models before adopting programs to improve teaching and promote higher student achievement. **Key questions:** • Does the district utilize needs assessment data to determine program improvement initiatives? • When considering school improvement initiatives, does the district examine the pros and cons of each initiative at similar schools prior to implementation? • What evidence does the district have that shows an in-depth analysis of the research base for each new program/initiative considered for instructional improvement or whole-school reform?	❑ Needs assessment survey ❑ District Strategic Plan ❑ Evidence of research for new programs/initiatives	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.4	**59-24-50** **NSDC Standards for Staff Development**	**Design - The district's professional development improves the learning of all students by helping teachers use appropriate learning strategies that are aligned to the intended goal of the lesson.** Model districts design professional development to enhance teachers' current skills and help them acquire new skills. Support and follow-up are essential for the practices to become a routine part of teachers' instructional repertoire (i.e. training can be combined with coaching, demonstration lessons, video models, collaboration, study groups, and action research). **Key questions:** • What are the goals of the professional development program (teach new behavior or enhance existing behavior)? • How does the district/schools demonstrate follow-up and on-going support for new practices?	❑ Needs assessment survey ❑ Program goals ❑ School renewal plan ❑ Teacher handbook ❑ Evidence of program follow-up and on-going support ❑ District Strategic Plan	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 2.5	**59-24-50** **NSDC Standards for Staff Development**	**Learning - The district's professional development improves the learning of all students by applying knowledge about human learning and change.** Model districts conduct professional development that incorporates the instructional methods teachers are expected to use in the classroom, while considering the career stages of the faculty and the impact of the change process. **Key questions:** • Do teachers have opportunities for active engagement during their professional development (i.e., reflection, feedback, practice, demonstrations)? • Does the district/school have induction, mentoring, and coaching programs that support the needs and address the expertise of the staff? • Does the district implement change in a trusting environment?	❑ Mentoring, coaching, or induction program handbooks ❑ District Strategic Plan ❑ Teacher handbook ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable
PD 2.6	**59-24-50** **NSDC Standards for Staff Development**	**Collaboration - The district's professional development improves the learning of all students by providing educators with the knowledge and skills to collaborate.** Model districts develop knowledge of strategies to monitor and improve group interactions, group decision-making strategies, group structures, stages of group development, conflict resolution, and effective interaction skills for team members. **Key question:** • How does the district support effective team collaboration?	❑ District Strategic Plan ❑ Teacher handbook ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

FOCUS AREA: Professional Development

Number	Reference	CONTENT: The content standards refer to the actual skills and knowledge that effective educators need to produce higher levels of student learning. The standards include equity, quality teaching and family involvement.
PD 3	59-24-50	

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 3.1	**59-24-50** **NSDC Standards for Staff Development**	**Equity - The district's professional development improves the learning of all students by preparing educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for students' academic achievement.** Model districts have professional development that helps teachers to understand the cognitive and social/emotional characteristics of students in order to provide all students with an appropriate curriculum, helps teachers to differentiate instruction based on student needs, helps teachers to communicate high expectations for <u>all</u> students in an environment that is emotionally and physically safe. **Key questions:** • How does the district ensure that teachers vary instructional strategies in order to motivate all students to learn? • How does the district ensure that teachers take into consideration students' interests and backgrounds in planning relevant and meaningful lessons? • How does the district ensure that programs and procedures are in place to support students who are not successful? If there are programs and procedures, how are they coordinated to meet the individual differences of each child? • How does the district ensure that teachers teach and reinforce the school rules that promote the physical and emotional safety of students?	❑ Lesson plans ❑ Teacher handbook ❑ District Strategic Plan ❑ Observation ❑ _____	• Principal • Teachers • Parents/guardians • Students • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 3.2	**59-24-50** **NSDC Standards for Staff Development**	**Quality Teaching - The district's professional development improves the learning of all students by deepening educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately.** Model districts have teachers who participate in sustained, rigorous professional development for the subjects they teach, the strategies they use to teach those subjects, the means by which they assess student progress, and the research regarding human learning and development. **Key questions:** • How does the district ensure that teachers are provided professional development opportunities to that foster a deeper understanding of their content? • How does the district ensure that teachers use instructional strategies that engage students in activities that are clearly aligned with state standards? • How does the district ensure that teachers use a variety of formal and informal assessments to determine student progress?	❑ School renewal plan ❑ Individual teacher growth plans ❑ Needs assessment survey ❑ District Strategic Plan ❑ Professional development calendar ❑ Teacher handbook ❑ _____	• Principal • Teachers • District Personnel	❑ Not Applicable

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 3.3	**59-24-50** **NSDC Standards for Staff Development**	**Family Involvement - The district's professional development improves the learning of all students by providing educators with the knowledge and skills to involve families and other stakeholders appropriately.** Model districts communicate and build partnerships with families and the community in order to increase home-school relationships that support student learning. **Key questions:** • What partnerships have been developed between the district and the community? • Has the district addressed the six dimensions of parent involvement (communication, parenting workshops, volunteers, learning at home, decision making, collaboration with the communities)? • What types of communication are used by the district to keep parents informed?	❑ Agenda and minutes of SIC meetings ❑ School calendar ❑ School newsletters and other correspondence sent home ❑ Student/Parent Handbook ❑ District Strategic Plan	• Principal • Teachers • District Personnel	❑ Not Applicable

FOCUS AREA: **Professional** Development		
Number PD 4	**Reference** 59-26-40	**STANDARD:** The district has established programs that provide formal guidance to teachers and administrators on their individual professional growth plans for teachers.

Number	Reference	Indicator	Source of Information	Interviews	Notes
PD 4.1	**59-26-40**	**Individual growth plans for district/school staff are supportive of the district strategic plan.** **Key questions:** • Do all district/school staff have individual growth plans? • How are individual growth plans for district/school staff developed? • How is it determined whether the plan is supportive of the district strategic plan? • How are district/school staff provided feedback concerning their job performance?	❑ School renewal plan ❑ Teachers' individual growth plans ❑ Teacher contracts ❑ Conference schedule ❑ District Strategic Plan	• Personnel Administrator (district) • Principal • Teachers • District Personnel	❑ Not Applicable

External Review Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Professional Development and School Quality**

Performance

Revised for District Year 2006–07

District: _____

FOCUS AREA: Performance Review for Districts Serving Grades Three Through Eight		
Number Per 1	**Reference** 59-18-310	* **REVIEW:** Districts who enroll students in grades three through eight use the PACT to measure the degree to which the district has successfully imparted knowledge and skills in the core curriculum. * This review should be for districts serving only grades three through eight.

Number	Reference	Statement of Review	Source of Information	Notes
Per 1.1	59-18-310	A review of the 2006 district report card indicates the **absolute** rating of the elementary or middle schools. ** Expected progress is determined by comparing the absolute rating of 2003 with the absolute rating of 2006.	❑ PACT data ❑ School report card ❑ District report card	
Per 1.2	59-18-310	A review of the 2006 district report card indicates the **improvement** rating of the elementary or middle schools.	❑ PACT data ❑ School report card ❑ District report card	

FOCUS AREA:	**Performance for Districts Serving Grades Nine Through Twelve**

Number Per 2	**Reference** 59-18-310	*** REVIEW:** Schools that enroll students in grades nine through twelve use HSAP results and 2006 eligibility for LIFE Scholarships (will be replaced by EOCEP data on the 2007 report card) to measure the degree to which the school has successfully imparted knowledge and skills in the core curriculum. The following criteria are calculated to determine the absolute rating on the 2006 high school report card: • Longitudinal Exit Exam Passage Rate (30%) • First-attempt HSAP Passage Rate (20%) • Eligibility for LIFE Scholarships (20%)** • Graduation Rate (30%) * This review should be for districts serving only grades nine through twelve. ** Will be replaced in 2006-07 by % Scoring 70 or Above on End-of-Course Tests (20%)

Number		**Statement of Review**	**Source of Information**	Notes
Per 2.1	59-18-310	A review of the 2006 district report card indicates the **absolute** rating of the high schools. *** Expected progress is determined by comparing the absolute rating of 2003 with the absolute rating of 2006.	❑ HSAP ❑ School report card ❑ District report card	
Per 2.2	59-18-310	A review of the 2006 district report card indicates the **improvement** rating of the high schools.	❑ EOCEP ❑ School report card ❑ District report card	